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SURVEY OF CLASS SIZE AND TEACHERS' WORK WEEK IN CALIFORNIA JUNIOR COLLEGES

Prepared in the BUREAU OF EDUCATION RESEARCH by Henry W. Magnuson, Chief; Thomas A. Shellhammer, Consultant; and Peter J. Tashnovian, Consultant

A survey of class size and teachers' loads in California's junior colleges was initiated under the joint sponsorship of the California State Department of Education and the California Teachers Association. Data for this survey were obtained as of April 21, 1950, and were compiled and analyzed by the Bureau of Education Research of the State Department of Education.

Surveys of class size and teachers' loads in elementary schools and high schools were conducted at the same time. Reports of those surveys are in preparation and will appear in later issues of *California Schools*.

SCOPE OF THE SURVEY IN JUNIOR COLLEGES

This survey included 2,569 instructors who were employed in California's public junior colleges in April, 1950.¹ Instructors serving on a part-time basis, as well as those employed for full-time work, completed the questionnaires used in the survey. In most instances instructors who taught part of the regular school day and had other assigned responsibilities such as counseling, curriculum planning, guidance, library work, and administration were classified as part-time instructors.

In this report actual practices are indicated. No attempt has been made to evaluate these practices by relating them to any standards of class size or length of work week. Each instructor was requested to record on a questionnaire in tabular form the information about his instructional load, including class sessions and preparation for instruction; the amount of regularly assigned time not devoted to direct teaching; and the time spent on duties not given specific hour assignments in the regular school day. The replies were tabulated under four general headings, as follows: (1) "Instructional time," which included time spent in classroom teaching; (2) "Planning time," which included planning and necessary preparation for this teaching; (3) "Noninstructional assigned time," including regular office hours and time spent at assigned hours in library work, in counseling students, in curriculum planning, and in administrative duties; (4) "Noninstructional duties," including time spent in clerical work, conferences with staff members or with students and parents outside the regular school day, in-service education, extracurricular activities, and school-community activities.

¹ The total number of junior college instructors employed in California in April, 1950, was 2,872. Fifty of the 57 public day junior colleges then operating, and all 16 evening junior colleges, were represented in the study, with an enrollment of 50,043 students out of a total of 71,226 for the entire state.

LENGTH OF WORK WEEK

The average length of work week for junior college instructors, including duties of all kinds, was 46 hours and 26 minutes. The average time spent in classroom instruction was 16 hours and 40 minutes per week, while an average of 15 hours and 40 minutes was spent each week on planning and preparing for this classroom instruction. Teaching time and preparation for teaching were thus about equal when considered on a weekly basis. A further analysis of the work week revealed a weekly average of 6 hours and 38 minutes spent in noninstructional assignments such as keeping office hours, library work, counseling, curriculum planning, and administrative duties. A somewhat similar amount of time, averaging 7 hours and 28 minutes, was indicated as spent each week in noninstructional duties, including time spent on clerical work in making reports and keeping attendance records, conferences with teachers, conferences with students and parents outside of regular school hours, extra-curricular activities for students, and in school-community services.

There were numerous variations within the over-all length of the work week, according to the kinds and numbers of courses taught as well as the type of noninstructional duties performed. For illustrative purposes, variations in the total work week are shown in three ways; (1) among instructors teaching in only one department, (2) among instructors teaching in two or more departments, and (3) by the number of courses taught irrespective of department.

Instructors Teaching in One Subject Field

Of the 2,569 instructors considered in this study, 2,052 taught subjects in one subject field only. The average length of work week for instructors teaching in only one of eleven departments or subject fields—art, language arts, foreign language, mathematics, music, physical education, science, social studies, commercial, engineering, and vocational—is shown in Table 1.

Instructors Teaching in More Than One Subject Field

In addition to the 2,052 instructors referred to in Table 1 who taught in one subject field only, there were 517 instructors who taught subjects in two or more subject fields. For example, in addition to 96 full-time art instructors there were 20 other instructors who taught courses in the fields of music, physical education, science, social studies, foreign language, and commercial subjects, in addition to art courses.

There were 141 instructors who taught language arts and also had assigned instructional duties in other subject fields. In order of frequency of assignments, these instructional duties were in the fields of the social studies, foreign language, commercial subjects, physical education, science, mathematics, and music. Thirty-nine of these instructors were teaching one or more courses in social studies.

TABLE 1

AVERAGE LENGTH OF WORK WEEK OF JUNIOR COLLEGE INSTRUCTORS TEACHING IN ONE SUBJECT FIELD, NUMBER OF SUCH INSTRUCTORS IN EACH OF ELEVEN SUBJECT FIELDS, AND AVERAGE AMOUNTS OF THEIR TIME SPENT PER WEEK IN EACH OF FOUR TYPES OF DUTIES

Subject fields	Number of instructors	Instructional time per week		Planning time per week		Non-instructional assigned time per week		Non-instructional duties per week		Total time per week	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
Art.....	96	19	41	14	37	3	43	8	55	46	56
Language arts.....	272	13	19	20	25	7	11	8	06	49	01
Foreign language.....	95	15	22	16	31	6	59	7	06	45	58
Mathematics.....	103	14	52	15	33	7	33	6	26	44	24
Music.....	90	14	26	13	24	4	20	8	47	40	57
Physical education.....	180	17	52	8	30	7	30	10	15	44	07
Science.....	335	17	34	16	45	5	00	6	24	45	43
Social studies.....	286	11	24	18	06	10	40	7	51	48	01
Commercial.....	222	16	32	16	18	7	20	7	04	47	14
Engineering.....	51	18	17	13	20	6	07	5	08	42	52
"Other" vocational.....	322	21	57	10	31	4	51	6	35	43	54
Total full-time instructors.....	2,052	16	29	15	16	6	41	7	29	45	55

There were 23 instructors who taught foreign languages and one or more courses in other subject fields. Seventeen of this group taught one or more courses in social studies.

In addition to their teaching duties in mathematics, 56 instructors performed instructional duties in other subject fields. These assignments, in order of frequency, were in the science, commercial, social studies, physical education, and music subject fields. Thirty-one of these instructors were teaching one or more classes in a science subject field.

Only six instructors who taught music also taught courses in some other subject field. Three of the six taught music and social studies.

There were 51 instructors who taught physical education and courses in other subject fields. Thirty-eight of these instructors were teaching physical education and also one or more courses in some field of science. The remainder of this group taught physical education and social studies or commercial courses.

The 31 instructors who taught science and courses in some other subject field had assignments in the social studies and commercial subject fields.

In addition to their teaching duties in social studies, 17 instructors were teaching on one other field—that of commercial subjects.

Among the 65 instructors who taught engineering and also courses in other subject fields, there were 38 who taught courses in mathematics. In order of frequency, the remainder of this group taught engineering and one or more courses in the fields of science, art, social studies, foreign language, physical education, commercial subjects, or vocational subjects.

The number of instructors teaching vocational courses and also one or more courses in other subject fields totaled 106. Among these additional courses no subject was predominant.

Of the eleven subject fields included in the questionnaire, all fields except that of commercial subjects had some instructors who taught in more than one subject field.

The median lengths of work week for instructors teaching in more than one of eleven subject fields is shown in Table 2. In comparing Tables 1 and 2, it will be noted that instructors teaching in only one field reported an average work week of 45 hours and 55 minutes, while those teaching in two or more fields worked, on the average, 48 hours and 31 minutes a week. This difference results partly from the additional time—approximately one hour—spent in instruction and the two additional hours spent

TABLE 2
AVERAGE LENGTH OF WORK WEEK OF JUNIOR COLLEGE INSTRUCTORS
TEACHING IN MORE THAN ONE SUBJECT FIELD, NUMBER OF SUCH
INSTRUCTORS IN EACH PRINCIPAL SUBJECT FIELD, AND AVERAGE
AMOUNTS OF THEIR TIME SPENT PER WEEK IN EACH OF FOUR TYPES
OF DUTIES

Subject fields	Number of instructors	Instruc- tional time per week		Planning time per week		Non- instruc- tional assigned time per week		Non- instruc- tional duties per week		Total time per week	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
Art and other subjects.....	20	19	39	15	28	6	26	5	48	47	21
Language arts and other subjects.....	141	15	09	18	57	6	12	7	31	47	49
Foreign language and other subjects.....	23	15	37	21	13	8	27	7	19	52	36
Mathematics and other sub- jects.....	56	17	34	15	32	7	10	6	32	46	48
Music and other subjects.....	6	18	36	14	17	11	30	7	10	51	33
Physical education and other subjects.....	51	17	52	12	12	7	38	10	44	48	26
Science and other subjects..	31	16	18	21	43	4	38	7	24	50	03
Social studies and other sub- jects.....	17	13	20	19	11	8	00	6	44	47	15
Engineering and other sub- jects.....	65	18	57	18	23	5	22	4	55	47	37
Vocational and other sub- jects.....	106	19	54	15	18	5	56	7	59	49	07
Total.....	517	17	23	17	10	6	25	7	23	48	31

in planning by instructors who were teaching in more than one subject field. It is of interest to note that these two groups—those teaching in one subject field only and those teaching in two or more fields—spent almost equal amounts of time weekly in noninstructional assignments and in noninstructional duties.

Number of Courses Taught

Another way of considering the variations in the length of the work week is to analyze the work week in relation to the total number of courses taught rather than by separating them into subject fields. However, it is important to realize that all instructors did not teach full time. Some had duties in addition to teaching assignments, such as counseling, curriculum planning, library work, and certain administrative tasks. The average amount of time spent in instruction, planning, noninstructional assignments, and noninstructional unscheduled duties, as related to the number of courses taught, is shown in Table 3. The majority of replies indicated that planning time increased with instructional time and that noninstructional assignments decreased as the number of courses taught increased.

The number of different courses taught ranged from one to ten. The largest number of instructors indicated that they taught five courses. The next largest group taught three courses. The largest amount of planning

TABLE 3

AVERAGE LENGTH OF WORK WEEK OF JUNIOR COLLEGE INSTRUCTORS,
BY NUMBER OF COURSES TAUGHT, AND AVERAGE AMOUNTS OF THEIR
TIME SPENT PER WEEK IN EACH OF FOUR TYPES OF DUTIES

Number of courses taught	Number of instructors	Instructional time per week		Planning time per week		Non-instructional assigned time per week		Non-instructional duties per week		Total time per week	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
One course.....	183	10	59	6	12	10	35	7	58	35	44
Two courses.....	323	15	28	11	04	8	46	7	06	42	24
Three courses.....	435	15	54	15	23	7	32	6	56	45	45
Four courses.....	490	16	38	17	50	6	26	7	40	48	34
Five courses.....	568	17	49	19	00	4	55	7	14	48	58
Six courses.....	273	18	10	18	32	4	38	7	34	48	54
Seven courses.....	138	19	30	16	59	5	00	7	36	49	05
Eight courses.....	71	21	23	13	00	4	10	8	49	47	24
Nine courses.....	35	21	20	12	23	4	31	7	46	46	00
Ten courses.....	21	19	28	11	30	10	21	9	27	50	46
Total.....	*2,537										

* 32 returns indicating number of courses taught were incomplete and were not included in Table 3.

time was spent by instructors who taught five courses, the average for this group being 19 hours weekly.

INSTRUCTIONAL AND NONINSTRUCTIONAL ASSIGNED TIME AND DUTIES

The average amounts of time spent per week in instruction and in duties not related directly to instruction have been shown earlier in discussion of the length of the work week. However, a more detailed explanation of the manner in which instructors spent time in performing these duties may be of interest. Tables 4, 5, 6, 7, and 8 present data to indicate the following aspects of the work week of junior college instructors: (1) the amounts of time spent per week in direct instruction, as related to the number of courses taught; (2) the number of assigned hours per week spent in five kinds of duties not directly related to the courses taught; (3) the amounts of time spent per week in six kinds of noninstructional duties; (4) the total assigned hours of work per week in classroom teaching and other duties performed at specific hours in the regular school day by instructors teaching in one subject field only; and (5) the total assigned hours of work per week performed by instructors teaching in more than one subject field.

Instructional Time by Number of Courses Taught

The average time spent per week in classroom instruction as related to the number of courses taught was shown in one column of Table 3. In Table 4, the amounts of time spent weekly in classroom instruction by instructors teaching like numbers of courses are shown as medians, accompanied by the first and third quartiles and the semi-interquartile range for each group. In examining this table the reader should remember that many instructors who indicated that they taught one or two courses also had additional scheduled duties. It should be noted also that junior college courses are not necessarily limited to one class hour. Some vocational courses exceed this considerably. Neither the number of courses taught nor the actual instructional time necessarily represents the duties or the length of the work week. The information presented in this table can be considered as representing only one segment of the work week, that is, the actual time spent in the classroom. It is apparent from the quartile deviations in Table 4 that the variations in weekly amounts of instructional time were greater for those instructors who taught one or two courses. The majority of the instructors indicated that they taught three, four, or five courses. In this latter group, the medians of actual instruction time ranged from 15 hours and 9 minutes to 17 hours and 5 minutes per week. Considered on a weekly basis, the difference of 1 hour and 56 minutes is relatively small.

Noninstructional Assigned Time

The majority of the instructors had, in addition to their instructional duties, assigned responsibilities such as keeping regular office hours, work-

TABLE 4

MEDIAN AMOUNTS OF INSTRUCTIONAL TIME (CLASSROOM HOURS) SPENT PER INSTRUCTOR WEEKLY, ACCORDING TO NUMBER OF COURSES TAUGHT, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Number of courses taught	Number of instructors	Classroom hours per week per instructor							
		Q_1		Median		Q_3		Q	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
One course.....	183	2	39	5	08	18	02	7	42
Two courses.....	323	8	07	14	01	20	11	6	02
Three courses.....	435	11	42	15	09	19	17	3	48
Four courses.....	490	13	21	16	32	18	39	2	39
Five courses.....	568	13	26	17	05	20	59	3	47
Six courses.....	273	14	12	16	47	21	09	3	29
Seven courses.....	138	15	27	19	03	22	35	3	34
Eight courses.....	71	16	49	21	05	24	13	3	42
Nine courses.....	35	15	10	21	42	25	03	4	57
Ten courses.....	21	16	45	18	24	21	59	2	07
*Total.....	2,537								

* 32 returns indicating number of courses taught were incomplete and were not included in Table 4.

ing in the library, counseling, curriculum planning, and performing administrative duties. The number of instructors and the amount of time spent in these activities are presented in Table 5. Many instructors indicated noninstructional assigned time in more than one of the five areas shown in this table. Sixty-three per cent of the instructors indicated office hours as part of their assigned time. Duties such as administration, counseling, and library work took the largest share of time per week among

TABLE 5

AVERAGE AMOUNTS OF JUNIOR COLLEGE INSTRUCTORS' TIME SPENT PER WEEK AT SCHEDULED HOURS IN EACH OF FIVE KINDS OF ASSIGNED NONINSTRUCTIONAL DUTIES

Assignment	Number of teachers reporting	Per cent of total group	Average time per week	
			Hrs.	Mins.
Office hours.....	1,625	63.25	4	49
Library work.....	131	5.10	5	05
Counseling.....	834	32.46	5	35
Curriculum planning.....	241	9.38	3	10
Administrative duties.....	355	13.82	7	18

these assigned noninstructional duties. Administrative duties, averaging 7 hours and 18 minutes per week, were the largest consumers of time; however, only approximately 14 per cent of the instructors indicated having some form of administrative duties.

Noninstructional Duties

In addition to the noninstructional assignments indicated in Table 5, many instructors reported time spent each week in noninstructional duties such as clerical work, conferences, in-service education, extracurricular and community activities. The number of instructors reporting noninstructional duties and the median amounts of time spent each week on these activities are given in Table 6. Of the 2,569 junior college instructors included in this study, the largest number, 1,725, indicated that they performed some clerical duties such as keeping records and attendance reports. The median time spent each week on these duties was 1 hour and 47 minutes. The smallest number of instructors, 622, indicated that they performed school-community services such as co-operation with parent-teacher associations. The median time spent weekly in these duties was 1 hour and 4 minutes.

TABLE 6
MEDIAN AMOUNTS OF JUNIOR COLLEGE INSTRUCTORS' TIME SPENT PER WEEK IN EACH OF SIX KINDS OF NONINSTRUCTIONAL DUTIES, AND Q₁, Q₃, AND Q OF DISTRIBUTION

Kind of duty	Number of instructors	Q ₁		Median		Q ₃		Q	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
Clerical work.....	1,725	1	04	1	47	3	00	0	58
Conferences (with staff members).....	1,336	0	36	1	03	1	37	0	31
Conferences (with students and parents outside regular school day).....	985	0	39	1	07	2	07	0	44
In-service education.....	1,551	0	39	1	06	2	03	0	42
Extracurricular activities.....	1,139	1	01	1	40	3	05	1	02
Community services.....	622	0	36	1	04	2	02	0	43

Assigned Time for Instruction and Noninstructional Duties of Instructors Teaching in One Subject Field Only

The combined amount of time spent weekly in carrying out classroom instruction and noninstructional duties, scheduled at specified hours, by junior college instructors who were teaching courses in one subject field only are shown in Table 7. This table includes only the school hours spent in scheduled assignments during the regular school day.

Since it does not include planning and preparation for classroom teaching or extracurricular activities, Table 7 therefore does not indicate the

length of the total work week or teacher load. The median total of assigned time ranges from 18 hours and 20 minutes per week for music instructors to 27 hours and 34 minutes for instructors of vocational subjects. However, assignments for most of the instructors ranged from 20 to 23 hours per week. The widest variation in assigned time, indicated by the quartile deviation, was 5 hours and 36 minutes for social studies instructors.

TABLE 7

MEDIAN AMOUNTS OF TIME SPENT WEEKLY, BY JUNIOR COLLEGE INSTRUCTORS WHO WERE TEACHING IN ONE SUBJECT FIELD ONLY, ON ALL ASSIGNMENTS AT SCHEDULED HOURS INCLUDING CLASSROOM TEACHING AND NONINSTRUCTIONAL DUTIES, IN EACH OF ELEVEN SUBJECT FIELDS, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Number of instructors	Q_1		Median		Q_3		Q	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
Art.....	96	17	30	21	50	25	40	4	05
Language arts.....	272	16	41	19	40	23	40	3	30
Foreign language.....	95	17	08	21	48	25	12	4	02
Mathematics.....	103	19	17	22	07	25	04	2	54
Music.....	90	15	08	19	20	23	05	3	59
Physical education.....	180	20	17	25	08	29	30	4	37
Science.....	335	19	52	22	41	26	31	3	20
Social studies.....	286	16	45	20	30	27	36	5	26
Commercial.....	222	20	51	23	57	26	15	2	42
Engineering.....	51	21	49	25	08	28	42	3	27
Vocational.....	322	22	00	27	34	31	05	4	33
Total.....	2,052								

Assigned Time for Instruction and Noninstructional Duties of Instructors Teaching in More than One Subject Field

The combined amounts of time spent weekly in classroom instruction and in performance of scheduled noninstructional duties by instructors teaching in more than one subject field are shown in Table 8. These data vary somewhat from those recorded in Table 7 for instructors teaching in one subject field only. Table 8 covers the same areas of the work week as Table 7, namely, time spent in classroom instruction and in fulfilling other scheduled assignments such as keeping office hours, library work, counseling students, curriculum planning, and administrative duties. It does not represent the entire work week. If Tables 7 and 8 are compared, it will be noted that the median total of time assigned per week was greater for instructors who taught subjects combined with art, music, language arts, and mathematics than for those who taught these subjects exclusively.

TABLE 8

MEDIAN AMOUNTS OF TIME SPENT WEEKLY, BY JUNIOR COLLEGE INSTRUCTORS WHO WERE TEACHING IN MORE THAN ONE SUBJECT FIELD, ON ALL ASSIGNMENTS AT SCHEDULED HOURS, INCLUDING CLASSROOM TEACHING AND NONINSTRUCTIONAL DUTIES, ACCORDING TO PRINCIPAL SUBJECT FIELD, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Number of instructors	Q_1		Median		Q_3		Q	
		Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.	Hrs.	Mins.
Art and other subjects.....	20	18	30	25	05	29	10	5	20
Language arts and other subjects.....	141	17	31	21	05	25	05	3	47
Foreign language and other subjects.....	23	19	08	21	18	26	33	3	43
Mathematics and other subjects.....	56	21	07	24	10	27	30	3	12
Music and other subjects.....	6	19	25	26	30	28	25	4	30
Physical education and other subjects.....	51	18	58	25	04	31	11	6	07
Science and other subjects.....	31	18	24	20	25	23	23	2	30
Social studies and other subjects.....	17	17	33	18	29	23	28	2	58
Engineering and other subjects.....	65	21	36	24	25	26	58	2	41
Vocational and other subjects.....	107	21	46	25	02	29	43	3	59
Total.....	517								

CLASS SIZE AND PUPIL CONTACTS

In addition to information concerning length of the work week, this survey requested information from junior college instructors concerning enrollment in each subject field, size of classes, number of daily pupil contacts per instructor, and length of class periods. Class size is related in this study to subject matter areas and to frequency of class meetings. Daily pupil contacts per instructor are presented by subject field as reported by instructors teaching in one field only and by instructors teaching in two or more subject fields.

Enrollment

The enrollment figures included in this study, such as those indicated in the first column in Table 9, are not indicative of the actual enrollment of individual junior college students, because any student enrolled in more than one course in a subject field or department has been counted once for each such course. Thus it is possible for department enrollment in a junior college to be larger than the total number of students in the college, and for the cumulative state total of enrollments in a subject field, such as shown, for instance, in social studies in Table 9, to be larger than the actual state total—50,043 *—of junior college enrollments as of March 31, 1950. Table 9 shows enrollment by subject field and percentage comparison of the total for each field with the state total of 50,043. Social

* In colleges covered by this study.

studies courses showed the highest per cent of enrollment, followed in turn, by physical education, science, and language-arts courses. The lowest percentages of enrollment were in the art and engineering subject fields.

Class Size by Subject Matter

Table 9 also shows the number of classes conducted in each of eleven subject fields and in all eleven combined. Class size is indicated by the median number of students enrolled per class in each field and in the state as a whole. Engineering classes showed the smallest median enrollment—15.9 students per class. The largest median class size was in the field of social studies—33.1 students per class. Social studies classes were consistently the largest classes, as indicated by figures at the first and third quartiles. Social studies, with 53,898 students enrolled in 1,541 classes, showed the largest enrollment of any subject field. Both the language-arts and science fields had fewer students but more classes than indicated for the social studies. For example, the 38,991 students of the language arts were enrolled in 1,599 classes; and 43,103 students were enrolled in 1,734 science classes. This indicated that classes in science were smaller than classes in social studies. The median class size of all junior college classes was 23.7, with a first quartile of 16.0 and a third quartile of 31.7.

TABLE 9

MEDIAN SIZE OF CLASSES, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION, IN EACH OF ELEVEN SUBJECT FIELDS, AND NUMBER OF STUDENTS AND PER CENT OF STATE TOTAL JUNIOR COLLEGE ENROLLMENT IN EACH SUBJECT FIELD, APRIL, 1950

Subject field	Number of students enrolled	Per cent of state total enrollment in junior colleges	*Number of classes	Size of classes			
				Q_1	Median	Q_3	Q
Art.....	8,441	16.8	415	11.2	18.6	27.3	8.1
Language arts.....	38,991	77.1	1,599	16.9	24.6	30.9	7.0
Foreign language.....	9,817	19.6	544	10.7	17.9	25.1	7.2
Mathematics.....	16,169	32.3	730	14.9	22.4	29.6	7.4
Music.....	10,522	21.2	499	9.1	16.9	27.4	9.2
Physical education.....	45,272	90.4	1,480	20.7	29.2	39.3	9.3
Science.....	43,103	86.1	1,734	14.6	23.5	31.6	8.5
Social studies.....	53,898	107.7	1,541	24.9	33.1	40.7	7.9
Commercial.....	28,953	57.8	1,213	15.6	23.3	32.6	8.5
Engineering.....	5,727	14.2	317	9.9	15.9	23.3	6.7
Vocational.....	26,532	53.0	1,512	10.7	16.7	22.9	6.1
All subjects.....			11,584	16.0	23.7	31.7	7.9

* Total state enrollment in public junior colleges participating in this survey was 50,043 on March 31, 1950.

TABLE 10

FREQUENCY OF MEETINGS PER WEEK OF JUNIOR COLLEGE CLASSES IN EACH OF ELEVEN SUBJECT FIELDS, MEDIAN SIZE OF SUCH CLASSES, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Class meetings per week	Number of classes	Size of classes			
			Q_1	Median	Q_3	Q
Art	One	75	8.2	14.4	21.1	6.5
	Two	104	12.0	20.0	30.0	9.0
	Three	76	14.3	22.5	30.0	7.9
	Four	24	7.0	16.0	23.0	8.0
	Five	108	14.0	21.3	27.6	6.8
	"Others"	31	10.7	18.5	27.1	8.2
Language arts	One	50	10.2	16.0	25.8	7.8
	Two	243	12.1	18.1	25.1	6.5
	Three	972	18.8	25.5	31.2	6.2
	Four	32	10.0	15.7	23.5	6.8
	Five	274	21.2	27.8	33.3	6.1
	"Others"	28	14.0	28.0	60.0	23.0
Foreign language	One	11	4.8	11.5	20.3	7.8
	Two	20	5.0	9.0	12.5	3.8
	Three	33	10.3	17.5	30.2	10.0
	Four	95	8.4	15.4	20.8	6.2
	Five	369	12.9	20.1	25.8	6.5
	"Others"	16	15.0	28.0	55.0	20.0
Mathematics	One	28	11.0	20.3	26.0	7.5
	Two	80	13.4	21.5	30.3	8.5
	Three	341	14.2	22.7	29.6	7.7
	Four	44	18.0	22.6	28.0	5.0
	Five	226	17.3	25.7	30.0	6.4
	"Others"	11	12.8	22.5	36.3	11.8
Music	One	15	6.4	12.5	56.3	25.0
	Two	218	8.4	14.0	23.1	7.4
	Three	158	9.6	17.4	27.3	8.9
	Four	19	14.8	27.5	38.3	11.8
	Five	80	14.4	20.5	39.0	12.3
	"Others"	--	----	----	----	----
Physical education	One	51	12.9	25.5	41.4	14.3
	Two	863	20.0	27.4	35.6	7.8
	Three	223	21.1	30.4	43.3	11.1
	Four	58	25.9	33.8	40.9	7.5
	Five	255	24.6	33.4	45.2	10.3
	"Others"	31	20.8	34.3	60.3	19.8
Science	One	186	9.0	15.4	23.1	7.1
	Two	484	13.8	24.2	31.2	8.7
	Three	694	15.9	24.9	35.4	9.8
	Four	88	17.0	23.0	30.6	6.8
	Five	194	19.2	24.8	31.0	5.9
	"Others"	88	11.0	16.5	27.5	8.3
Social studies	One	59	13.8	19.5	27.4	6.8
	Two	343	25.1	34.0	40.3	7.6
	Three	879	25.0	32.8	41.6	8.3
	Four	35	25.3	32.3	41.4	8.1
	Five	200	28.8	34.3	38.7	5.0
	"Others"	25	23.3	34.8	60.8	18.8

Subject field	Class meetings per week	Number of classes	Size of classes			
			Q ₁	Median	Q ₃	Q
Commercial subjects	One	21	9.3	15.6	23.8	7.3
	Two	181	15.0	23.4	31.9	8.5
	Three	402	17.6	25.8	34.9	8.7
	Four	48	12.5	19.7	28.5	8.0
	Five	526	15.4	22.3	31.8	8.2
	"Others"	35	15.8	23.5	28.1	6.2
Engineering	One	55	9.7	14.1	18.8	4.6
	Two	107	8.7	14.7	20.5	5.9
	Three	80	7.5	16.3	22.7	7.6
	Four	9	13.3	30.5	38.4	12.6
	Five	41	15.5	20.9	24.6	4.6
	"Others"	25	13.3	25.3	67.8	27.3
Vocational subjects	One	273	10.8	18.8	24.2	6.7
	Two	342	9.8	16.1	22.9	6.6
	Three	226	10.5	16.5	24.1	6.8
	Four	64	10.0	16.0	23.0	6.5
	Five	444	12.6	16.9	22.4	4.9
	"Others"	163	10.1	15.6	20.6	5.3

Class Size by Frequency of Meetings

Not all classes met every day. The number of times that a class met each week was determined by the number of academic units to be earned in the course and the length of the class period. A few classes did not fit the pattern of daily and weekly attendance. In Table 10 these are indicated as "others" in the column denoting the number of class meetings per week. Classes appearing in this column may have met only once every two weeks, or as many as six times a week. They represent only a small per cent of the total classes reported.

The frequency of meetings varied as much within, as between, subject fields. In the field of art, the largest number of classes (25.8 per cent) met five times a week, closely followed by the number meeting twice a week (24.8 per cent). Sixty per cent of the classes in language arts met three times a week. The foreign language field was somewhat different, in that nearly 68 per cent of the classes in this field met daily, or five times a week. Classes in mathematics usually met three or five times a week, music classes two or three. Fifty-eight per cent of the junior college classes in physical education met twice a week. In the science field, 40 per cent of the classes met three times a week, 28 per cent met twice. In the social studies, 57 per cent of the classes met three times a week, 22 per cent met twice, 13 per cent five times a week. Typical commercial classes met five or three times per week. Engineering classes were most frequently scheduled twice a week. Reports of classes in the vocational subjects indicated only a slight preference for daily meetings. Although Table 10 shows a wide variety in frequency of class meetings within

subject fields, more than a third of the total number of classes in all fields met three times a week.

Student Contacts

The number of daily student contacts made by instructors varied in relation to the number and kind of courses taught, and the type of class organization. Some subjects were taught by the lecture method and these classes were large. Instructors teaching by this method had a large number of daily contacts with students. Other courses, such as those in laboratory science, were usually conducted for small groups. Instructors with a full schedule of small classes had a lower number of daily student contacts than instructors who taught in some other subject areas.

The distribution of total daily contacts with students reported by 2,569 instructors who taught courses in one subject field only is shown in Table 11 on the total line. The median for this group of instructors was 109.6 student contacts daily.

The number of daily student contacts varied according to the subject field of courses taught. The median number of daily student contacts that were reported by the instructors in each of the eleven subject fields included in this study is shown in Table 11. Instructors in physical education had the largest median number of daily student contacts—202. Social studies instructors had the next largest median—141.5 students daily. Data from instructors of vocational subjects showed a median of 53.5 daily classroom contacts with students, which was the lowest median in Table 11.

TABLE 11

MEDIAN NUMBER OF DAILY CLASSROOM CONTACTS WITH STUDENTS, PER INSTRUCTOR IN EACH OF ELEVEN SUBJECT FIELDS, AS REPORTED BY JUNIOR COLLEGE INSTRUCTORS TEACHING IN ONE SUBJECT FIELD ONLY, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Number of instructors	Number of student contacts per instructor			
		Q_1	Median	Q_3	Q
Art.....	96	77.0	100.0	128.0	25.5
Language arts.....	272	80.5	110.3	137.5	28.5
Foreign language.....	95	57.9	74.5	97.6	19.9
Mathematics.....	103	78.6	113.5	136.6	29.0
Music.....	90	73.5	122.0	155.3	40.9
Physical education.....	180	134.0	202.0	260.0	63.0
Science.....	335	92.9	123.2	166.4	36.8
Social studies.....	286	86.5	141.5	194.5	54.4
Commercial.....	222	76.3	104.3	143.1	33.4
Engineering.....	51	54.8	98.5	125.6	35.4
Vocational.....	322	32.5	53.5	90.2	28.9
Total.....	2,052	71.6	109.6	155.6	42.0

The median number of daily student contacts made by the 517 instructors who taught in more than one subject field was 112.5, as shown on the total line of Table 12. Comparison of this median with that of 109.5 for the group of instructors who taught in one field only, and a further comparison of the figures for both groups at the first and third quartile points as shown on the total lines of Tables 11 and 12, indicates that the number of daily contacts with students was consistently larger for the group of instructors who taught in more than one subject field. However, this was not true for every instructor or every subject grouping of instructors. Many individuals who taught classes in one field had a much higher number of daily student contacts than others who taught in two or more subject fields.

TABLE 12

MEDIAN NUMBER OF DAILY CLASSROOM CONTACTS WITH STUDENTS, PER INSTRUCTOR, AS REPORTED BY JUNIOR COLLEGE INSTRUCTORS TEACHING IN MORE THAN ONE SUBJECT FIELD, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION, ACCORDING TO PRINCIPAL SUBJECT FIELD

Principal subject field	Number of instructors	Number of student contacts per instructor			
		Q_1	Median	Q_3	Q
Art and other classes.....	20	92.0	120.0	182.0	45.0
Language arts and other classes.....	141	83.1	110.2	144.8	30.9
Foreign language and other classes.....	23	47.8	86.5	120.3	36.3
Mathematics and other classes.....	56	77.0	96.0	115.0	19.0
Music and other classes.....	6	64.5	79.0	129.5	32.5
Physical education and other classes.....	51	153.8	208.5	267.3	56.8
Science and other classes.....	31	121.8	158.5	217.3	47.8
Social studies and other classes.....	17	119.3	134.3	158.8	19.8
Engineering and other classes.....	65	74.1	97.5	145.8	35.9
Vocational and other classes.....	107	74.5	106.0	158.5	42.0
Total.....	517	81.6	112.5	163.8	41.1

Table 12 shows the median number of student contacts made daily by instructors teaching in more than one subject field, grouped under the principal subject field headings. Instructors who taught physical education classes and taught also in other subject fields had the largest median number of daily student contacts—208.5. The instructors who taught science and classes in other fields also had the next highest median number of contacts—158.5. The instructors who had the lowest median number of student contacts—79.0—were those who taught music and other subjects.

LENGTH OF CLASS PERIOD

The average length of the class period varied little. Most of the junior colleges had either 50 or 55-minute class periods. The length of class periods is shown by subject field in Table 13.

TABLE 13

MEDIAN LENGTH OF CLASS SESSIONS IN MINUTES, IN EACH OF ELEVEN SUBJECT FIELDS, AND Q_1 , Q_3 , AND Q OF DISTRIBUTION

Subject field	Length of class periods, in minutes			
	Q_1	Median	Q_3	Q
Art.....	50.5	52.2	55.3	2.4
Language arts.....	50.5	50.9	55.0	2.3
Foreign language.....	50.5	51.0	53.9	1.7
Mathematics.....	50.5	51.8	53.9	1.7
Music.....	50.4	50.8	53.6	1.6
Physical education.....	50.4	50.8	53.7	1.7
Science.....	50.5	52.0	55.3	2.4
Social studies.....	50.5	51.0	53.8	1.7
Commercial.....	50.5	52.4	55.1	2.3
Engineering.....	50.5	53.0	55.6	2.6
Vocational.....	50.5	53.0	55.6	2.6

SUMMARY

Review of the data presented in this study indicates that the average length of the work week, as determined from information presented by 2,569 junior college instructors, is 46 hours and 26 minutes. This requires approximately 9 working hours a day for five days a week. It is to be remembered that this work day includes instructional time in classrooms, planning and preparation for teaching, scheduled hours for noninstructional assignments such as counseling, curriculum work, and library responsibilities, and noninstructional duties such as record-keeping, attending staff and committee meetings, and performing school-community services. It appears that the weekly average planning time was, in most instances, almost equal to the instructional time spent in the classroom. In some subject fields such as language arts, foreign language, mathematics, and social studies, the planning or preparation on a weekly basis exceeded instructional time.

Information obtained by this survey indicated that most junior college instructors taught classes in one subject field. For example, mathematics instructors tended to teach only mathematics classes and science instructors usually taught classes in some field of science. Of the 2,569 instructors included in this survey, 2,052 or 80 per cent of them taught classes within one subject field. However, this proportion varied with the subject field. In the science field, approximately 90 per cent of all the science instructors taught classes within that department only. On the other hand, in some fields, such as language arts, about 65 per cent of the instructors taught classes only within that subject field.

The number of courses taught by instructors ranged from one to ten. However, more instructors indicated that they taught five courses than

any other number. This group was followed closely by instructors who taught four courses. Approximately 60 per cent of the instructors taught three, four, or five courses.

Many instructors indicated that a portion of their work week was devoted to assignments not related directly to instruction. About 65 per cent of them had assigned office hours. Only 14 per cent indicated administrative duties as part of their noninstructional assigned time; however, it was found that this group spent an average of 7 hours and 18 minutes per week in such duty. This was a longer period of time than shown in any other noninstructional assigned duty.

Noninstructional duties such as clerical work, conferences with parents, and community services related to the junior college formed a small part of the work week. However, in individual instances some instructors were found to be working a large number of hours per week in such activities.

A wide range appeared in the percentages of students taking courses in various departments. Social studies, physical education, science, and language arts were the highest, with percentages of enrollment respectively of 107 per cent, 90 per cent, 86 per cent, and 77 per cent in comparison to total state junior college enrollment. Art, music, and engineering classes had the smallest percentage of student enrollment.

Class size varied with subject fields. The largest median size of class—33.1 students—was in social studies, while the next largest median size of class size—29.2 students—was in physical education. In most instances, classes that met five times a week were larger than those meeting less times a week. The smallest classes were usually those meeting once a week.

The number of daily pupil classroom contacts varied according to the number and kinds of courses taught. The median number of contacts for all instructors was 110 students per day. The smallest number of daily classroom contacts with students was shown in the vocational courses. In these courses, the median was about 54 students. At the other extreme, physical education instructors had 202 students as their median number of daily student classroom contacts.

Length of the class period seemed to vary but little in the different subject fields. Either a 50- or 55-minute period was the most frequently designated class period.

THE COLLEGE AND ITS PUBLICS: An Action Program in Developing Understanding and Support of Higher Education¹

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- The essentials of public relations are the essentials of good human relations. Good human relations are based upon understanding and mutual confidence, respect for the opinions of others, a desire to render service, a willingness to make and abide by group decisions, and a sensitivity for the concerns of other people.
- This means that every public relations program must be honest in intent and execution, comprehensive in character, and continuous in application. The heart of the program lies in its honesty of purpose, its attitudes of service, and its sensitivity of the problems which concern the public.²

In approaching realistically the entire matter of public relations as it affects colleges and universities, certain basic considerations must be made. These will be discussed here under ten topic statements.

1. *Higher education is founded upon a faith in people, and in the way people work together.* The first hundred years of higher education in California is a great saga of brave and dedicated people, of faithful and inspiring service to the youth and people of this western commonwealth, and of their record of splendid achievement which far surpassed the dreams of even the most visionary and optimistic of their leaders.

Just a little more than a hundred years ago the first two private colleges were established in California, now familiar to us as the College of the Pacific and the University of Santa Clara. The first state-supported institution of higher learning, a state normal school, was established in 1862 in San Francisco and later moved to San Jose, to become the eldest in our present group of eleven state colleges. The University of California was founded in 1868 as a land-grant college under the provisions of the Morrill Act. Many denominational groups in the early days of statehood established colleges in an effort to provide the frontier settlements with facilities basic to the improvement of young people. The building of trans-continental railroads into southern California in the late nineteenth century brought a new rush of population and more denominational colleges.

¹ Abridged from the text of an address delivered February 6, 1953, to the District 12 Conference of the American College Public Relations Association, at California State Polytechnic College, San Luis Obispo.

² Adapted from *The State Department of Education*, pp. 26-27, published by the National Council of Chief State School Officers, 1201 Sixteenth St., N.W., Washington 6, D. C., 1952.

Growth of the state after the turn of the century created the need for a new type of institution for young men and women who were unable to leave home to attend college, or who desired training not available in traditional college programs. The first California junior college appeared in Fresno in 1910. . . .

While California colleges have grown in numbers and in enrollment of students, most important probably is the fact that instructional and research programs have been founded and expanded consistent with the changing needs of the state and with the vast transformations that have occurred in business and industry. Technical advances of recent years have been noticeable in terms of research now under way in western universities in the fields of nuclear physics, jet propulsion, the plastics, health and medicine, agriculture, and countless others.

This century of progress forms one of the brightest chapters in California history. It is upon this foundation of accomplishment and faith that we must plan and build in the decades immediately ahead.

2. Understanding and support of higher education rests upon full recognition of the role and responsibilities of colleges and universities. To the man on the street the broad scope and services of the college and university are not clearly apparent. Without having our constituents aware of the purposes and the offerings of higher education, there can be no appreciable change in public attitude or contributions toward improvement of existing institutions.

Positive understanding should be based upon those elements which are most important both to the people of the state and to the institutions which serve the people. Such basic considerations must be defined and emphasized in all public relations. They are the guideposts around which to build the public relations program:

- a. Education can do more than any other institution in our society to strengthen and perpetuate the free way of life.
- b. Higher education, through its services and progress, contributes immeasurably to the well-being of all the people and the state.
- c. The public deserves to know the purposes and accomplishments of its colleges and universities, and the improvements which must be made if institutions of higher learning are to be prepared to meet the heavy responsibilities of the decade ahead.
- d. Continued emphasis in higher education must be placed upon the development of individual students into young men and women of outstanding quality by every moral, educational, civic, and professional standard.
- e. Great national and international issues must be faced realistically in all details of the program in higher education, with needs and trends translated into curricular and research programs of the colleges and universities.
- f. Higher education should build instructional programs which will help meet the needs of the state for well-trained personnel in all fields of industry, commerce, business, social service, government, and the professions.

3. The many grave problems and issues facing higher education today must be defined and studied. In planning the public relations program, a

first step must be a recognition of those significant factors which are of interest and concern to the general public. . . . A first essential in every institution is the matter of enlisting and retaining the best qualified teachers and other college employees.

Factors which bear upon this development of an outstanding staff are those clearly related to teacher morale and include the following, all of which are necessary components of an efficient institution:

- a. Sound and equitable salary schedules
- b. Good retirement systems
- c. Desirable living and working conditions
- d. Improved ethical practices among staff and administrators
- e. Fair employment and dismissal practices
- f. Development of strong institutions which able young people will be proud to attend
- g. Establishment of scholarships for deserving youth
- h. Employment of the best available personnel in all positions

In addition to adequate personnel, consideration should be given to the details of other basic elements in the college or university, such as

- a. The need for adequate facilities
- b. The requirements of sufficient modern, up-to-date equipment
- c. The importance of a complete library
- d. The development of an instructional program
- e. The conduct of research activities in many fields
- f. A need for continued evaluation of the total college program according to accepted standards and policies. . . .

4. *A sound and complete program of public relations follows clear and specific policies and principles.* It should be recognized at all times that public relations is a two-way process. First, there is the institution; and second, there is the public. The problem becomes one of developing an acquaintanceship with and an appreciation of the problem of the other person and, upon the basis of this understanding, working jointly toward the development of next steps in the course of action.

Public relations, therefore, is continuous. It is concerned with developing communication. It emphasizes co-operation on all common problems. It is the solicitation of advice and suggestions and criticisms and the making of improvement therefrom. It is working together on behalf of the youth and the people of the state. In discharging this trust the college and university should be guided by a number of simple truths:

- a. Public relations consists of many activities.
- b. Public relations must serve many publics.
- c. All staff members, students, and alumni have a definite part in the public relations program of the college.
- d. Every activity of every staff member has public relations value.
- e. College policies and practices have public relations values.
- f. The most effective public relations activities are developed to meet specific needs.
- g. Simplicity and clarity are basic essentials in all public relations.
- h. The strong and effective program utilizes a wide variety of specific public relations techniques.

- i. The public relations program must be planned and co-ordinated.
- j. Public relations must be evaluated and improved.

5. *Institutions of higher learning must deal with many groups in planning and conducting public relations activities.* All public relations must carry the personal touch. Unless the person who is reached by the program has the feeling that he or she is being dealt with directly, the contact loses all of its effectiveness. Especially important is the realization that the public relations program deals with many publics and that specific requirements in approach, information, and attitude will be necessary for each public.

Every college will deal with such distinct publics as the following: students; prospective students; alumni; parents of students; administrative staff; teaching staff; nonteaching staff; members of governing board; friends of the college; benefactors; professional organizations; employers' groups; business and industrial leaders; public school personnel; other colleges and universities; accrediting bodies; representatives of press, radio, and television; agents of local, state, and federal government; community and civic organizations; patriotic, fraternal, religious, and service groups; fields of special interest (athletics, dramatics, student organizations, professional schools, etc.)

6. *The comprehensive program of public relations will include many specific provisions, organized into a formal plan of action.* There is no magic in public relations. Rather, success of the program will rest largely upon how the various techniques are planned, organized, and developed. In developing the specifics of the public relations program, it should be recognized that there are many opportunities for such service. The approaches used may be grouped into the following types:

- a. Meeting student needs through instruction and personnel services

A satisfied student is the best public relations agent any institution can have. . . . Many specific activities are of service to the student, such as get-acquainted week, reports to students, orientation handbooks, the college catalog, guidance and counseling, student housing, etc.

- b. Meeting professional and community needs through the program of the college

College staff members through their contributions to the region are excellent ambassadors of good will. Specific services include the college curriculum, extension offerings, preservice and in-service programs, advisory and consultative services to the profession and to community organizations.

- c. Effecting co-operation within and throughout the educational structure

A house united is the best defense any organization can have. Good possibilities for developing unity of purpose within and among institutions are the following: working on joint committees; stating clearly the problems of mutual interest; developing specific plans in areas of service; recognizing work well done; sharing of staff and facilities.

d. Sharing in projects and activities of community and regional organizations

College staff members should know and be known by other leaders in the college community, and throughout the region served by the college. The college should be represented actively by a staff member in every organized fraternal, civic, and religious body in the community. If the college would go more than half way in helping make both the local community and the region better, then the public will return this co-operation many times over.

e. Developing understanding through participation in group meetings

The story of a college can be told effectively to all organized groups and bodies. Staff members and students jointly should share in such presentations. Possibilities include the speakers' bureau, speeches, conference leadership, workshops, institutes, etc.

f. Developing understanding through public exercises

Occasions when people are invited to share campus exercises offer excellent public relations opportunities. These may be considered: dedications; open houses; cornerstone laying; commencements; convocations; homecoming day or week; honorary degrees; visitation days; forums; national and state commemorative observances, such as Conservation Week and American Education Week; historical anniversaries of local or state significance, etc.

g. Developing understanding through press, radio, and television

The more frequent and pleasant the contacts with the general public, the more sound the attitudes which are created. News releases and presentations over press and radio offer excellent means of communicating with patrons. These relationships should be cultivated and used to the fullest possible extent.

h. Utilizing the interest and resources of the student body in the program of interpretation

Student activities should be considered among the most effective means of public relations. These rank high as successful media: student publications; scholastic progress; concerts; plays; arts and crafts exhibitions; deputations groups; athletics, etc.

i. Working with the elected representatives of the people

Relations with representatives of the people must be based upon a sincerity of purpose and factual analysis of needs. In a private institution the board of trustees is the basic body. In a public institution the governing board and the Legislature develop basic policies. Consideration must be given to relations with these groups: representatives in the Legislature; officers in state, county, and city government; leaders in the various professional and regional associations; business, religious, and civic leaders. . . .

7. *Special attention in planning expanded services and facilities in higher education should be placed upon implications of population growth in California.* The study of any integral component of California life would be incomplete if it did not consider carefully the trends in population growth. While the Korean War has affected enrollments of colleges and universities in 1952-53, all conditions indicate that record numbers of students lie immediately ahead for all institutions. Coupled

with inflation, this upward enrollment trend presents realistic challenges to all colleges and universities. . . .

Basic to the further development of California's publicly supported facilities is the study of the needs of California in higher education which was conducted under legislative authorization in 1947 by Deutsch, Douglass, and Strayer.¹ . . . Studies of this survey will be helpful to all institutions of higher learning in California, since it presents the only complete analysis ever made of California's needs in higher education. In the light of California's recent growth, it has become necessary to re-evaluate these needs and to project them ahead for the next decade. The significant point is that directly ahead of higher education in California stands the greatest increase in college enrollment that any state in this country has yet seen. If California's institutions are to be prepared to meet this responsibility satisfactorily, it is imperative that planning of physical facilities and staff be commenced now and extended forward.

8. *Institutions should be encouraged to co-operate fully in strengthening the entire structure of higher education.* . . . Co-operation within and among institutions is necessary if facilities and services are to be available in answer to the state's growing need in higher education.

Realistic problems of financing independent colleges and universities present a challenge and an opportunity to those working in the field of public relations. . . . Inflation and population growth have resulted in heavier loads of taxation, and this condition affects directly the financing of all public institutions. The public relations program must be concerned with two basic approaches—relations with the people, who through being informed are willing to vote bond issues and special levies for educational purposes; and working with legislators so that their first-hand knowledge of the needs of higher education will prompt them to grant sufficient appropriations to make these services possible. Definite techniques apply in this field of public relations and should be the basis upon which such understandings are developed.

The junior colleges and various technical and professional schools are a vital part of the state's structure in higher education. Close working relationships should be maintained among universities, colleges, junior colleges, and other institutions. Studies in curriculum should be conducted on a continuing basis, accompanied by analyses of enrollment trends and by surveys of supply and demand in professional fields, permitting consideration of possible concentration on certain subject areas in individual institutions. If additional institutions appear necessary, recommendations should be formulated by committees representative of the public and private agencies concerned, as a result of careful studies and evaluations in which they all share. Co-operation is also indispensable in

¹ *Report of a Survey of the Needs of California in Higher Education*, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education. Berkeley, California: Committee for the Survey of the Needs of California in Higher Education (Monroe E. Deutsch, Aubrey A. Douglass, and George D. Strayer, *Chairman*), March 1, 1948.

the development of standards and procedures for accreditation of institutions for higher education. . . .

9. *The specialist in public relations has a leadership role to fulfill in higher education.* Since the public relations program can only be as strong as the leadership provided it, specific attention should be given to the work of the individual who directs the program in the individual college or university.

Personal qualifications in this leadership should be evaluated upon the basis of kinds of services the individual is asked to provide. To determine these services and responsibilities, constant study must be made of the work of the specialist in public relations and the findings used as the basis for improvement in the training program of the specialist as well as in the modification of practices in his work.

The basic essential in a successful public relations program, then, is the one chosen to direct it. This person should possess a thorough understanding of the purposes and program of higher education, of the specific features of the institution which he represents; he should be well versed in the needs of the communities served by the institution and acquainted with the many friends and patrons of the institution. The skills which the specialist possesses may be acquired in many ways, the important point being that the successful director of this significant activity in the field of higher education must continue . . . to broaden his personal qualifications if he is to be of maximum service to his institution amid the heavy demands of the future.

Statesmanship is needed more in the direction of public relations than in virtually any other field of service in the college and university. The specialist in public relations will work directly with the entire staff of the institution, the student body, the administration, the board of trustees, and all other individuals connected directly with the college or university, as well as with the representatives of the press and radio and with the many other publics that are in one way or another related to, or interested in, the program of the institution.

This leader must be a person of vision, sympathy, courage, determination, ability in defining issues and explaining situations, and a master at developing confidence and good will in the persons he represents. The director of public relations, therefore, must be a statesman of the highest order and must through his example inspire in his peers this same faith in people and in the mission of the institution he serves.

The director of public relations will find especially helpful the various techniques of the group process. Recent research in social psychology and in industrial relations . . . has developed specific procedures concerning the working of groups of people. These should be applicable to most situations in which the director of public relations finds himself in a position of leadership. Mastery of these conference techniques comes through study and practice. . . .

The director of public relations will find helpful, for himself as well as for members of the institution staff, the various publications in the field of public relations. In his central office he will want to maintain a book shelf of those volumes which he will use most frequently, as well as those that he may wish to make available to his associates. Literature in the field of public relations,¹ in journals and magazines of various fields of human relations, should be read carefully and organized into a working file where it can be drawn upon as needs and conditions arise. Motion pictures and slidefilms should be selected when they hold information which will assist the college family in doing better its work with its patriots. All such printed and visual materials should be utilized as part of a planned program of in-service development guided by the director of public relations. A central section in the faculty library should be maintained for ease of use of such materials by the total staff of the college or university. Then, too, institutions may wish to share with other institutions those materials and techniques that have been found effective in one instance.

10. *Immediate needs should be emphasized in public relations; at the same time each step taken in answer to a current problem should contribute to meeting the objectives of the long-range action program. . . .* The process of developing understanding and support for higher education, by virtue of the fact that it deals with people, is a complicated process. Success in all the work of a public relations officer will depend upon skill in handling the various tools of the trade, the techniques and media of public relations.

If you would be successful in this work, you will do certain things and do them well. These five steps are imperative:

- a. Know your purpose.
- b. Plan your program carefully.
- c. Involve other people.
- d. Roll up your sleeves and go to work.
- e. Stop occasionally to see how things are going.

Rules are not many. Be simple; be honest; be direct. Place first emphasis upon human values. Set your eyes on the trees; being mindful, of course, of the vast groves which lie on the near horizon.

Higher education in California has had a noble history; its future is one of untold promise. The generations of future students represent the great resource upon which the growth and prosperity of California will rest. It is your personal obligation to carry high the torch of determination, and vision, and knowledge. Your mission is one of instilling in those about you an appreciation of the values that surround mankind and the hope that education holds in the furtherance of the dreams and purposes of free men.

¹ *Public Relations for America's Schools*, Twenty-eighth Yearbook of the American Association of School Administrators (Washington: The Association, 1950) contains one of the best among many detailed listings of books and materials in the field of educational public relations.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

EDWARD OSBORN, PATRICIA HELEN WOODS, and STANLEY M. MERRILL, JR., have been appointed as Vocational Rehabilitation Officers in the Bureau of Vocational Rehabilitation.

Mr. Osborn, who has been assigned to the San Francisco district, is a graduate of the University of California, Berkeley, where he has also done some extension work in personnel administration and supervision. He took graduate courses in social case work and mental hygiene at the New York School of Social Work and, prior to acceptance of his present position, served as a case worker for the San Francisco Public Welfare Department. He is veteran of World War I.

Miss Woods, also assigned to the San Francisco district, graduated from the University of California, Berkeley, and continued there in graduate and extension study. She came to the Department of Education from the State Department of Employment, where she was serving as claims examiner of disability insurance claims. For a year and a half during World War II, Miss Woods was a classification specialist in the military service.

Mr. Merrill will serve in the Fresno district. He holds the master's degree in vocational guidance from Teachers College, Columbia University. His experience includes service in the U. S. Army as adjutant, personnel staff officer, military personnel officer, and administrative officer, and as vocational adviser for the Veterans Administration in Connecticut.

DIVISION OF INSTRUCTION

JAY DAVIS CONNER, *Chief*

UNETHICAL PROPOSAL REGARDING SAMPLE TEXTBOOKS

At the last meeting of the State Curriculum Commission, members reported receiving letters from a publishing house in the southeastern part of the United States offering to bid for the purchase of sample books which the members of the Commission had received in the course of their consideration of various textbooks for possible adoption for use in the public schools of California.

This is the first time that the present members of the Curriculum Commission have been subjected to unethical offers of this sort. The Commission, therefore, reacted rather emphatically to the proposal and directed the Secretary to reply to this company expressing indignation at the assumption that members of the Commission, or any members of the educational profession in California, would stoop to consider such an offer. The Secretary of the Commission has replied in this vein to the book company making the offer and, in addition, has sent copies of the correspondence to the textbook publishers in the United States who submit materials in response to calls for bids on textbooks for state adoptions. It is to be hoped that if this experience is duplicated in local school districts or offices of county superintendents of schools, similar action will be taken as a protection of the good name of education in California.

MEETING OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS, April 16-17

The State Department of Education and the California Association of School Psychologists and Psychometrists are cosponsors of the fourth annual meeting for school psychologists and psychometrists and professional people who are working in school psychological services in public schools and universities. The meeting will be held in Long Beach on April 16 and 17. Hotel Lafayette is designated as conference headquarters.

The conference theme selected for 1953 is "Improving Psychological Services in Our Schools." An interesting and varied program has been planned, including general sessions with carefully selected speakers representing many areas of the educational program as these are related to psychological services in the schools; special-interest luncheons; special discussion groups; a business meeting; and a final dinner program on Friday evening during which a new film of vital interest to school psychologists and psychometrists will be shown and discussed.

Pending distribution of the tentative program and instructions regarding reservations, information about the conference will be available from any one of the three following persons:

Mrs. Inga C. McDaniel, President, California Association of School Psychologists and Psychometrists, 565 Sierra Way, San Bernardino, California

Dr. Priscilla Ayres, Secretary, California Association of School Psychologists and Psychometrists, 621 Carolina Street, Vallejo, California

Mrs. Hazel Houston, School Psychologist and Local Arrangements Chairman, Long Beach Public Schools, 715 Locust Avenue, Long Beach, California

TRANSCRIPTS OF HIGH SCHOOL RECORDS

The revised form, Transcript of High School Record, J-46, Part I, is available for use in all California public high schools and should be used instead of the superseded older forms. Copies are obtainable from the county superintendent of schools in each county.

The form was revised in July, 1952, to provide for a clearer record of the status of each student with respect to completion of certain required instruction. Each line for course title entries is numbered for convenient reference. The reverse side of the form has been left blank to facilitate chemical or photographic duplication of legible copies. The instructions for use of the form are on a separate sheet, Form J-46, Part III, which is available in sufficient quantity for all personnel having duties concerning transcripts of record.

Attention is directed to the fact that this form is supplied only for use in making transcripts and is therefore not to be used as a permanent school record form.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the January, 1953, issue of *California Schools*.

AGRICULTURE		New	Prices Exchange
Horticulture			
Macgillivray, <i>Vegetable Production, with Special References to Western Crops</i> (1953)	Blakiston	\$4.00	—
Soils and Crops			
Lush, <i>Pasture Production and Management</i> (1952)	Blakiston	3.00	—
BUSINESS SUBJECTS			
Bookkeeping and Accounting			
Freeman, Hanna & Kahn, <i>Bookkeeping Simplified</i> (1953)	Gregg	2.46	\$2.40
Typewriting			
Rowe & Lloyd, <i>Gregg Typing, New Series, One-Year Course</i> (1953)	McGraw	1.89	1.85
ENGLISH			
Composition, Grammar, and Rhetoric			
Blumenthal, Frank & Zahner <i>Living Language</i> (1953)	Harcourt		
Grade 9		2.14	2.01
Grade 10		2.14	2.01
Grade 11		2.18	2.04
Bryant & Others, <i>English at Work</i> (1953)	Scribner's		
Course One		2.08	1.95
Course Two		2.08	1.95
Course Three		2.18	2.04
Course Four		2.18	2.04

		New	Prices Exchange
Colton, Davis & Hanshaw, <i>Living Your English</i> (1953)	Heath		
Book 1		\$0.80	\$0.75
Book 280	.75
Frank, Zahner & Schendler, <i>Living Language</i> , Grade 12 (1953)	Harcourt	2.18	2.04
Herzberg & Others, <i>Better English</i> (1953)	Ginn		
Grade 10		2.11	1.98
Grade 11		2.18	2.04
Grade 12		2.24	2.10
Reading Skills			
Murphy, Miller & Murphy, <i>Let's Read!</i> Book 1, <i>Reading for Fun</i> (1953)	Holt	1.98	1.93
Raubicheck, <i>Your Voice and Speech</i> (1953)	Prentice	2.59	2.43
HOMEMAKING			
Home Nursing			
Leake, <i>A Manual of Simple Nursing Procedures</i> (1951)	Saunders	1.00	—
MATHEMATICS			
Arithmetic and General Mathematics			
Butler, <i>Arithmetic for High Schools</i> (1953)	Heath	1.92	1.80
Lankford & Clark, <i>Basic Ideas of Mathematics</i> (1953)	World	2.27	2.21
Geometry—Plane and Solid			
Schnell & Crawford, <i>Plane Geometry: A Clear Thinking Approach</i> , third edition (1953)	McGraw	2.66	—
Schnell & Crawford, <i>Solid Geometry: A Clear Thinking Approach</i> (1953)	McGraw	2.46	—
Welchons & Krickenberger, <i>New Plane Geometry</i> (1952)	Ginn	2.02	1.89
Trigonometry—Plane and Solid			
Sparks & Rees, <i>Plane Trigonometry</i> , 3rd edition (1952)	Prentice		
With tables		2.80	—
Without tables		2.60	—
MUSIC			
Music Appreciation			
McKinney & Anderson, <i>Discovering Music: A Course in Music Appreciation</i> , third edition (1952)	American	3.80	—
SCIENCE			
Biology			
Eisman & Tanzer, <i>Biology and Human Progress</i> (1953)	Prentice	3.36	3.15
Fenton & Kambly, <i>Basic Biology for High Schools</i> , revised edition (1953)	Macmillan	3.07	2.88
Fitzpatrick & Bain, <i>Living Things</i> (1953)	Holt	2.88	2.81

		Prices	
		New	Exchange
Chemistry			
Bogert, <i>Fundamentals of Chemistry</i> , seventh edition (1953)	Saunders	\$3.60	—
Hog, Alley & Bickel, <i>Chemistry: A Course for High Schools</i> , third edition (1953)	Van Nostrand	3.17	\$3.09
General Science			
Caldwell & Curtis, <i>Everyday Science</i> (1952)	Ginn	2.78	2.61
Obourn, Heiss & Montgomery, <i>Science in Everyday Life</i> (1953)	Van Nostrand	3.04	2.96

SOCIAL STUDIES

Civics and Citizenship			
Magruder & McClenaghan, <i>Magruder's American Government</i> (1953)	Allyn	2.72	2.55
Geography			
Packard, Overton & Wood, <i>Geography of the World</i> , revised edition (1953)	Macmillan	3.52	3.30
History—United States			
Harlow & Miller, <i>Story of America</i> (1953)	Holt	3.42	3.34
Roberts, <i>Pattern for Freedom: A History of the United States</i> (1953)	Winston	3.17	3.09
Social Problems			
Blaich & Baumgartner, <i>The Challenge of Democracy</i> , third edition, revised (1953)	McGraw	3.22	—

SPANISH

Switzer & Others, <i>Pasos por el Mundo Español</i> , fourth edition (1953)	Heath		
Book One		2.72	2.55
Book Two		2.72	2.55

VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Upholstery			
Bast, <i>New Essentials of Upholstery</i> (1946)	Bruce	2.73	2.27

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the January, 1953, issue of *California Schools*, to replace editions previously listed.

DRIVER EDUCATION

<i>Man and the Motor Car</i> (1949)	Prentice	\$1.60 *	—
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HEALTH AND HYGIENE

Meredith, Irwin & Staton, <i>Health and Fitness</i> , second edition (1953)	Heath	2.56	\$2.40
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* Reduced price on quantities of 10 or over.

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LATIN

		New	Prices Exchange
Lord & Woodruff, <i>Latin—Third Year</i> (1951)	Silver	\$3.46	\$3.24

MATHEMATICS

Arithmetic and General Mathematics

Upton & Fuller, <i>Junior Mathematics</i> , Book Two (1951)	American	1.57	1.50
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SOCIAL STUDIES

Geography

Chamberlain & Stewart, <i>Air-Age Geography and Society</i> , third edition (1952)	Lippincott	3.04	2.96
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INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINION OF CALIFORNIA DISTRICT COURT OF APPEAL

Liability of Common Carrier for Injury to Pupils under Transportation Agreement with School District

Where, pursuant to Education Code Section 16251, a contract is made between a common carrier and the governing board of a school district providing that the operators of the common carrier shall escort pupils of the district to and from their schools and homes and render such service exclusively for them at designated hours, the company ceases to be a common carrier while transporting the specified children during such hours, and becomes a private carrier. As such private carrier, where the contract of transportation does not provide for the exercise of the highest degree of care, it owes to the children a duty of ordinary care, rather than the highest degree of care demanded of a common carrier. (*Hopkins v. Yellow Cab Company*, 114 ACA 482.)

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Authorization to Call Successive Elections to Increase Maximum School District Tax Rate

Education Code Section 6358 provides, in part, that a maximum rate of tax for any district may be increased or decreased by an amount equal to or less than the amount of increase by a majority vote of the qualified electors of the school district at an election which may be called by the governing board of the school district on its own motion.

There is no statutory prohibition precluding (1) successive elections for increasing the maximum tax rate, or (2) successive elections to decrease the maximum tax rate where the election is called upon the governing board's own motion.

In 9 Ops. Cal. Atty. Gen. 220,¹ it was concluded that a second election could be held under this section for an increase in tax after an increase, and before the time limit on the first increase had expired. (See also 12 Ops. Cal. Atty. Gen. 270.)² (AGO 52-128; 20 Ops. Cal. Atty. Gen. 184.)

**Fees for Operation of Vending Stands in
Public Buildings by Blind Prohibited**

The act permitting operation of vending stands in public buildings by blind persons provides that a license or permit required by a city or a county shall be issued "free of charge," and there is no provision therein providing for imposition of fees on licensees.

Therefore, although the Bureau of Vocational Rehabilitation may prescribe all necessary rules and regulations for the operation of said vending stands, it has no authority, under the act, to impose any fees, by rule or otherwise, even though such fees would be placed in a trust fund to assist blind operators of vending stands. (AGO 52-119; 20 Ops. Cal. Atty. Gen. 288.)

¹ See digest, "Right to Increase Statutory School District Tax Rate During Term of Previous Increase," *California Schools*, XVIII (November, 1947), 255.

² See digest, "Use and Modification of Increases in School District Maximum Rates of Tax," *California Schools*, XX (January, 1949), 29.

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARAGARET RAUCH, *Administrative Assistant*

TRAINING PROGRAM FOR TEACHERS OF ADULTS

The Bureau of Adult Education, in co-operation with the University of California Extension Division, is conducting an extensive in-service training program for teachers of adults. The program is unique in that it provides instruction in convenient centers throughout the state and schedules the courses in week-end sessions when the teachers are free to attend. The instruction is designed to help teachers of adults to improve the quality of their work and to give them an opportunity to meet the requirements for renewal of their teaching credentials.

The following courses are offered: Adult Education Methods; Psychology of Adult Learning; Adult Education Materials and Methods; and Counseling Techniques in Adult Education. The program for 1952-53, which is the sixth year in which this instruction has been offered, provides for 30 semester-hours of class meetings per course in one or more of these courses at the following places: Alhambra (Los Angeles County), Lafayette, Auburn, Bakersfield, Berkeley, Covina, China Lake, Chino, Glendale, Costa Mesa, Palo Alto, Salinas, Stockton, and Visalia.

SPEECH CORRECTION CLINICS

Clinics for children with severe speech handicaps, with their parents and teachers in attendance, were held in various sections of Imperial County during a week in January, 1953. The clinics were conducted by Mrs. Agnes M. Frye, Consultant in Speech Correction, Bureau of Special Education, sponsored and assisted by County Superintendent of Schools Ruth A. Kepley and her staff. So much interest and so great a need were apparent that the county staff planned a series of area meetings in March for in-service education of classroom teachers, to provide the ground work for initiation of a county-wide speech and hearing program in 1953-54.

CRUISE OF THE GOLDEN BEAR

California Maritime Academy's annual cruise to the mid-Pacific is now underway. The *Golden Bear* left San Francisco on Saturday, January 31, 1953, and will cross the Pacific to Samoa, making several stops enroute. The cruise is an important part of the training program for the midshipmen, since it provides direct experience at sea for these future merchant-marine officers.

FORMULA FOR FACULTY STAFFING OF STATE COLLEGES

For the past several months, James B. Enochs, Specialist in State College Curricula, has been working with the California state colleges, the State Department of Finance, and other state agencies in the further development and refinement of a new approach to faculty staffing in the colleges. A new formula is being used in budgeting for faculty in the 1953-54 budget now being considered by the Legislature. Up to the present time, staff has been budgeted on the basis of a student-teacher ratio, in which various shortcomings have been noted. Recognizing these, the Department of Education and the Department of Finance have been together developing a staffing formula that is primarily based upon the courses which each college must teach in order to fulfill its functions. After several trial applications, this formula is judged to be more satisfactory than the old student-teacher ratio. Its chief advantage is that it focuses attention upon the job to be done instead of upon some arbitrary ratio.

Scheduled for 1953 is the development of criteria or standards by which to judge the worth-whileness and effectiveness of courses in the liberal arts field. A committee of the deans of instruction from the colleges is co-operating in the development of these criteria. Other study committees are investigating problems in homemaking education, industrial arts education, and nursing education. The committee on citizenship education is continuing its efforts to define those kinds of experiences which will help to develop good citizens for California and the nation.

HOLDING POWER OF CALIFORNIA'S SCHOOLS

In a recently completed preliminary report of a series of follow-up studies of school graduates and drop-outs made during the past three years in schools throughout California, the Bureau of Guidance included the following table summarizing data compiled from the 1950 census. The table reflects the increasing tendency of young Californians to start school earlier and remain in school longer.

CALIFORNIA SCHOOL ENROLLMENT, 1950 AND 1910, BY AGE GROUP

Age group	1950		1910	
	Population of group	Per cent enrolled in school	Population of group	Per cent enrolled in school
5 to 19 years.....	2,135,040	84.7	546,171	66.3
5 and 6 years.....	364,195	77.9	72,628	34.2
7 to 13 years.....	1,018,635	97.2	241,081	91.6
14 and 15 years.....	243,880	96.6	72,238	83.6
16 and 17 years.....	239,305	84.2	76,200	50.1
18 and 19 years.....	269,025	36.4	84,024	21.3

JUNIOR COLLEGE-STATE COLLEGE RELATIONSHIPS

A group of leaders from the junior colleges met with state college presidents in Los Angeles on January 7, 1953, for the purpose of discussing means by which the junior college and state college groups might study together various problems such as definition of objectives and areas of responsibility; entrance requirements; transfer of credits in technical fields; curriculum building; extension programs; teacher education; financial support; and means by which junior colleges and state colleges might co-operate on all educational matters, with emphasis upon the needs, interests, and general well-being of the student groups.

The California Junior College Association meeting in Fresno on January 10 established a committee of five to work with a like number of state college presidents in considering means by which joint study might be undertaken in an organized manner.

TRAINING SCHOOLS FOR FIREMEN

During 1952-53 the Bureau of Industrial Education, through the staff of its Fire Training Program, conducted 341 zone and departmental fire schools which registered 6,413 men from 497 fire departments. Class work covered the following subjects: use and care of fire apparatus and fire equipment; water supply and control; fire control; highway fire safety; civil defense fire control; salvage operations; motor vehicle and pump operation; first aid and life-saving operations; fire prevention—Unit B; company administration; and instructor training.

At present, the staff is working on a revision of the inhalator and resuscitator manual. When completed, this guide will be a thorough, up-to-date treatise on the arts of manual and mechanical resuscitation.

Plans are under way for educational demonstrations to be presented for the California Rural Fire Association in Fresno during April. Plans are also being formulated for the fourth series of technical institutes of fire training, to be conducted at Sacramento, Oakland, Fresno, Los Angeles, and San Diego during the months of May and June, 1953.

PLANS FOR SECONDARY CURRICULUM WORKSHOPS

In co-operation with the California Association of Secondary School Administrators, Long Beach State College, and San Francisco State College, the Secondary Education staff is completing plans for two workshops for high school principals to be held next summer. The Association is convinced that as principals become better informed and instructed in ways to employ faculty meetings and committees, much adaptation of course-of-study content to meet the needs of present day students can be achieved.

Secondary Education staff members met recently with representatives of the Association and outlined fifteen proposed workshop topics. Among these are the following:

- How does a principal develop curriculum in co-operation with teachers, students, and citizens of the community?
- How can a principal and his teachers set aside time to work on curriculum?
- How can principals best use curriculum specialists and curriculum services?
- How can the curriculum and student activities be utilized to reinforce learning?
- What can a principal do to insure an adequate program of common learnings?
- What are realistic ways in which a principal can supervise the instructional program?

SALE OF PRODUCTS OF CALIFORNIA INDUSTRIES FOR THE BLIND

With the cessation of purchase orders from the federal government, the problem of securing remunerative work for blind persons employed by the California Industries for the Blind has become acute. During the last two years, federal government orders have supplied approximately 75 per cent of the total income. Every effort is being made to increase the sales of blind-made products through commercial outlets.

With the co-operation of the State Division of Buildings and Grounds and of local managers of state buildings in San Francisco, George McDonald, who is himself blind, has displayed the products of the California Industries for the Blind at seven locations and has taken orders from employees working in these buildings. He expects to conduct a similar sales campaign in Sacramento.

QUALIFICATION OF TEACHERS OF EXCEPTIONAL CHILDREN

The U. S. Office of Education is conducting a study on "Qualifications and Preparation of Teachers of Exceptional Children." Two committees have been appointed: one, an Office of Education policy committee; and the other, a national committee of which Francis W. Doyle, Chief of California's Bureau of Special Education, is a member. The function of the national committee is to identify the problems, assist in developing the design of the study, and suggest people who might help carry on the study. State departments of education, colleges, and universities preparing teachers of exceptional children, organizations concerned with special education, and individuals from local school systems are being invited to participate in a number of different ways. Working with the project are a number of consultants whose duties are to review written materials, to suggest people for particular responsibilities, to give counsel to the director of the study, and to make suggestions that will increase the value of the study. Vivian Lynndelle, Consultant in Education of the Hard of Hearing, and Jane Stoddard, Consultant in Education of the Physically Handicapped, have been appointed by the national committee to serve on committees in specialized areas.

FOR YOUR INFORMATION

YEARBOOK ON CURRICULUM

The American Association of School Administrators has announced the publication of its Thirty-first Yearbook, *American School Curriculum*, in February, 1953. The authors, a commission of nine educators and one newspaper reporter, worked for two years under chairmanship of Lawrence G. Derthick, Superintendent of Schools in Chattanooga, Tennessee. Two Californians were members of the commission: Guy T. Buswell of the University of California, Berkeley, and Francis L. Drag, Assistant Superintendent of Schools in charge of Curricular Services, San Diego County. The report proper is 358 pages in length. The entire volume of 552 pages, including a roster of members, is priced at \$5.00.

BIBLIOGRAPHY OF BOOKS FOR CHILDREN

The Association for Childhood Education has announced the publication of a 100-page revised edition of the *Bibliography of Books for Children* compiled by Leland Jacobs of the Ohio State University. Herbert S. Zim of the University of Illinois prepared the science section; Mary Talbert of the Ohio State University prepared the section on music; and Marie Merrill of the public schools of Bronxville, New York, prepared the section on reference books. The volume lists more than a thousand titles, including old favorites and the best books for children published through May, 1952.

Books are classified under 17 headings: Animals of All Kinds; Biographies for Boys and Girls; Child Life in Other Countries; Child Life in the United States; Collections of Stories Old and New; Fanciful Stories and Folklore; Holidays to Celebrate; Informational Books for the Social Studies; Music; Picture Storybooks for Young Readers; Poetry for All Tastes and Moods; Reference Books; Religion; and Science. The entries are annotated and classified according to appropriate age of readers; they are indexed by title, author, and publisher. Orders may be addressed to Association for Childhood Education International, 1200 Fifteenth St., N.W., Washington 5, D. C. The price is \$1.00.

HIGH SCHOOL SUBJECT ENROLLMENTS

California leads the nation in the proportion of its high school students that are enrolled in United States history, civics, and study of state and local government. It is likewise first in the percentage of students enrolled in driver education and physical education, and is exceeded only by Maryland in industrial arts enrollment.

JUNIOR COLLEGE ENROLLMENTS

In public junior college enrollments, California leads the nation. In terms of full-time students in grades 13 and 14, California has five times the enrollments of Texas or Illinois. The total of enrollments in regular junior college classes in California equals the total of enrollments for the same grades in all the public junior colleges of the other 47 states, and is twice the enrollment in all private junior colleges of the nation.

REPORT ON FORCES AFFECTING AMERICAN EDUCATION

The Association for Supervision and Curriculum Development, a department of the National Education Association, published its 1953 Yearbook in February. The 224-page book, a report on *Forces Affecting American Education*, is the result of a two-year study by a committee of 14 appointed by the Association. The authors have undertaken the major assignment of analyzing some of the influences which affect education today. The yearbook also presents an objective summary of the many groups working "for" or "against" education. The need is emphasized for educators to assume the role of leadership in community life.

The yearbook may be obtained from the Association headquarters at 1201 Sixteenth St., N.W., Washington 6, D. C., for \$3.50.

COLORADO SCHOOL OF MINES SCHOLARSHIP, 1953-54

The Colorado School of Mines is offering for the academic year 1953-1954 one scholarship to a male student from California who has received the recommendation of the Superintendent of Public Instruction.

The scholarship exempts the holder from payment of tuition. The value of this exemption is \$425 to \$475 a year. Since it may remain effective for a maximum period of four years, provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school, it has a total value of approximately \$1800.

The applicant must be a bona fide resident of California. He must be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, he should possess an aptitude for engineering. He must satisfy the entrance requirements as specified in the general catalog of the school. Scholastically he must be in the upper tenth of his high school graduating class. A student who is now attending or has formerly attended the Colorado School of Mines is not eligible for the scholarship.

A school administrator who knows a student that may be interested in and eligible for this award should request him to write, *not later than June 10, 1953*, to the Superintendent of Public Instruction, asking that he be considered for the scholarship. His letter should include a complete scholastic record from high school or college, standardized intelligence,

aptitude, or interest scores if available, and a recommendation by his principal or counselor.

Applicants should write to the Director of Admissions, Colorado School of Mines, Golden, Colorado, stating that they have applied for the scholarship and requesting application blanks for admission and information concerning entrance requirements.

BUYING GUIDE TO CHILDREN'S BOOKS

The American Library Association announced the publication in December, 1952, of a completely revised third edition of the book entitled *Inexpensive Books for Boys and Girls*, which is described as a "buying guide of more than 700 in-print titles in American and English editions . . . all priced at \$1.50 or less . . . suitable to public and elementary school library use." The revision is the work of a committee of children's and school librarians who discussed and reviewed all inexpensive books for children in print in the United States up to September 1, 1951. The entries are arranged alphabetically by author, and give publisher, price, and series.

The book may be ordered from the American Library Association, 50 East Huron Street, Chicago 11, Illinois, at the price of sixty-five cents.

CONFERENCE OF THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS

Two hundred leaders in education participated in the conference of the National Commission on Teacher Education and Professional Standards which was held in San Francisco, January 30 and 31, 1953. Following the theme, "Evaluating Progress and Charting the Future of Teacher Education," the conference considered problems basic to a balanced supply of well-qualified teachers for the public school classrooms of Washington, Oregon, California, and Nevada and devoted attention to methods of improving quality of programs for the training of teachers.

Reciprocity in teacher certification has long been a recognized need. Since California currently is drawing approximately one-half of its new teachers from outside the state, efforts must be directed toward developing closer working relationships with neighboring states.

NEW COURSES AT CALIFORNIA SCHOOL FOR THE BLIND

Three new courses—vocational information, foot travel and orientation, and vending stand operation—have been added to the prevocational training programs for students of the California School for the Blind. These courses will acquaint students with the wide range of vocational opportunities open to the blind, familiarize them with the techniques of getting about, and offer them actual experience in vending shop operation.

AMERICAN PEN FRIENDS WANTED

The International Friendship League, Inc., announces that it has received more than 100,000 requests from boys and girls in 93 other countries for names and addresses of American young people their own age with whom they can exchange friendly letters. Each applicant for pen friends is sponsored by his teacher.

This sort of project for pupils has proved helpful in classes of history, geography, civics and world affairs, letter writing and other forms of language study. Emphasis is placed by the League staff on the fact that they co-operate only with countries outside the Communist influence. More than 90 per cent of the letters are written in English. Sponsors of the project are appealing to teachers throughout the United States to bring to the attention of junior high and senior high school students, from 10 to 19 years of age, this opportunity to make friends abroad and to help tell the story of life in the United States to those in other countries.

An official registration form may be secured by sending a self-addressed stamped envelope to Edna R. MacDonough, Secretary, International Friendship League, Inc., World Peace Foundation Building, 40 Mount Vernon Street, Boston 8, Massachusetts. Teachers may send one such envelope, mentioning how many forms they require.

CO-OPERATIVE TRI-DISTRICT SURVEY FOR EDUCATION OF HANDICAPPED CHILDREN

San Lorenzo, Castro Valley, and Hayward elementary school districts in Alameda County are co-operating in a survey of needs for special classes to serve mentally and physically handicapped children. The plan is to set up a co-operative educational program for all the children in these districts over three years of age who are blind, deaf, cerebral palsied, or orthopedically handicapped and for school-age children who are hard of hearing, partially seeing, or mentally retarded. Remedial classes have already been established for children with speech defects.

CONVENTION OF AMERICAN ASSOCIATION ON MENTAL DEFICIENCY

The seventy-seventh annual convention of the American Association on Mental Deficiency will be held May 12-16, 1953, at the Statler Hotel in Los Angeles. The program has been planned to interest persons dealing with the problems of youth, particularly retarded youth.

On the opening day, May 12, delegates will visit representative schools for the mentally retarded and physically handicapped, including the Pacific Colony at Spadra. On other days section meetings will consider the problems of administration, education, psychology, medicine and psychiatry, social work, and rehabilitation.

George Tarjan, Superintendent and Medical Director of Pacific Colony, is chairman of the committee on arrangements. Fred O. Butler, former Superintendent and Medical Director of Sonoma State Home, is cochairman. Speakers include Frank F. Tallman, Director of the California Department of Mental Hygiene; Karl M. Bowman, Superintendent of the Langley-Porter Clinic in San Francisco; and Henry C. Schumacher, Medical Director and Consultant in Mental Health Activities, U. S. Public Health Service.

More than 1000 persons from all over the United States are expected to be present. To facilitate the work of the arrangements committee, those who plan to attend the convention are requested to notify Dr. Tarjan as soon as possible, at Pacific Colony, Spadra, California. However, delegates are urged to attend whether or not they are able to send advance notification.

SAN DIEGO STATE COLLEGE ROUND TABLE CONFERENCE, 1953

Teachers, school administrators, parents, and others interested in the education of children are invited to attend the thirty-first annual Round Table Conference to be held on Saturday, May 9, 1953, at San Diego State College.

At each conference a major educational problem is presented and analyzed by expert consultants. The 1953 topic is "Current Economic, Governmental, Social, and Psychological Forces as They Affect Education." The morning session will begin at 9:30 in the State College Library. The speaker will be Floyd W. Reeves, visiting professor at Claremont College. Teachers in San Diego city and county, and members of the college staff, will also participate in the morning program.

A luncheon, sponsored by Omega Field Chapter of Phi Delta Kappa, is scheduled at 12:15 in the College Elementary School. Dr. Reeves will speak at the luncheon. Persons desiring to attend the luncheon should make reservations in advance with George A. Koester, Secretary of the 1953 Round Table Conference, San Diego State College, San Diego 15, California.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- ANDERSON, RUTH E. *An Annotated Bibliography on School and College Information*. Reprinted from *The Bulletin of the National Association of Secondary-School Principals*, XXXVI (October, 1952), 170-208. Washington 6: Published by the Association, 1952. \$0.35.**
- Bases for Effective Learning*. Thirty-first Yearbook of the Department of Elementary School Principals. Bulletin of the Department of Elementary School Principals, Vol. XXXII, No. 1, September, 1952. Washington 6: National Education Association. Pp. 390.
- BETTELHEIM, BRUNO. *Overcoming Prejudice*. How Parents and Teachers Can Help Children Combat Prejudice and Its Effects. A Better Living Booklet for Parents and Teachers. Illustrated by Jeanne Doern. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1953. Pp. 48. \$0.40.**
- BUCHANAN, ANDREW. *The Film in Education*. London, England: Phoenix House, Ltd., [1951]. Pp. 256.
- BRIGGS, THOMAS H. and JUSTMAN, JOSEPH. *Improving Instruction Through Supervision*. A Revision of *Improving Instruction*. New York: The Macmillan Co., [1952]. Pp. x + 524. \$5.
- CLAPP, ELSIE RIPLEY. *The Use of Resources in Education*. A John Dewey Society Publication. New York: Harper & Bros., 1952. Pp. xvi + 174. \$4.
- DEARBORN, NED H., and ANDREWS, BILL. *Your Safety Handbook*. Junior Life Adjustment Booklet. Sketches by Yoshiko Ozone. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1952. Pp. 40. \$0.40.**
- Education Directory, 1952-53—Part 1, Federal Government and States*. Prepared by Robert F. Will, Research Assistant, Administration Branch, Division of State and Local School Systems. Washington 25: Office of Education, Federal Security Agency, 1953. Pp. 58. \$0.20.*
- Education Directory, 1951-52—Part 4, Education Associations*. Prepared by Margaret M. Butler, Reports and Publications Branch. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. 64. \$0.20.*
- Education in a Changing World: A Symposium*. Edited by C. H. Dobinson. Oxford: Clarendon Press, 1951. Pp. viii + 146. \$2.50.
- Educational Psychology*. Edited by Charles E. Skinner. New York: Prentice-Hall, Inc., 1951. Pp. viii + 792. \$4.75.
- FORMAN, SIDNEY. *West Point: A History of the United States Military Academy*. New York: Columbia University Press, 1950. Pp. viii + 256. \$3.75.
- Guiding Growth in Reading*. Prepared by the Staff of the Division of Elementary Education, Los Angeles County Schools and Adopted by the Los Angeles County Board of Education. Los Angeles 12: Division of Elementary Education, Office of County Superintendent of Schools, C. C. Trillingham, Superintendent (808 N. Spring St.), June, 1952. Pp. xii + 172 (reproduced from typewritten copy).
- HARTLEY, RUTH E. *Understanding Children's Play*. New York: Columbia University Press, 1952. Pp. x + 372. \$3.50.

- HAVEMANN, ERNEST, and WEST, PATRICIA SALTER. *They Went to College: The College Graduate in America Today, Based on a Survey of U. S. College Graduates*. New York: Harcourt, Brace & Co., [1952]. Pp. x + 278. \$4.
- KITCH, DONALD E. *Exploring the World of Jobs*. A Junior Life Adjustment Booklet. Sketches by Yoshiko Ozone. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1952. Pp. 40. \$0.40.**
- LINDEGREN, ALINA M. *Education in Sweden*. Bulletin 1952, No. 17. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. viii + 90. \$0.30.*
- MCGRATH, FERGAL. *Newman's University: Idea and Reality*. London: Longmans, Green & Co., 1951. Pp. xvi + 538. \$7.
- McKILLOP, ANNE SEELEY. *The Relationship Between the Reader's Attitude and Certain Types of Reading Response*. Teachers College Studies in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. viii + 102. \$2.75.
- MONROE, WALTER SCOTT. *Teaching-learning Theory and Teacher Education, 1890 to 1950*. Urbana, Illinois: University of Illinois Press, 1952. Pp. viii + 426.
- MONTAG, MILDRED L. *The Education of Nursing Technicians*. New York: G. P. Putnam's Sons, 1951. Pp. xiv + 146. \$2.50.
- NEUGARTEN, BERNICE L. *How to Get Along with Others*. Junior Life Adjustment Booklet. Sketches by Jeanne Doern. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1953. Pp. 40. \$0.40.**
- Practical Applications of Democratic Administration*. Edited by Clyde Meverick Campbell. New York: Harper & Bros., [1952]. Pp. x + 326. \$3.
- RADWAN, ABU AL-FUTOUH AHMAD. *Old and New Forces in Egyptian Education: Proposals for the Reconstruction of the Program of Egyptian Education in the Light of Recent Cultural Trends*. Teachers College Contributions to Education, No. 973. New York: Bureau of Publications, Teachers College, Columbia University, 1951. Pp. xiv + 192. \$3.
- RANGE, WILLARD EDGAR ALLEN. *The Rise and Progress of Negro Colleges in Georgia, 1865-1949*. Phelps-Stokes Fellowship Studies, No. 15. Athens, Georgia: University of Georgia Press, [1951]. Pp. x + 254. \$3.75.
- Readings in Counseling*. Edited by Karl Zerfoss. Readings in the Applied Social Sciences, Vol. II. New York: The Association Press, [1952]. Pp. viii + 640. \$6.
- REEDER, WARD GLEN. *Fundamentals of Public School Administration*. New York: The Macmillan Co., 1951. Pp. xvi + 756. \$4.75.
- RITCHIE, JEAN A. S. *Teaching Better Nutrition*. A Study of Approaches and Techniques. F A O Nutritional Studies, No. 6. Washington: Food and Agriculture Organization of the United Nations, 1950. Pp. viii + 148. \$1.50 Distributed by Columbia University Press.
- SASSANI, ABUL H. K. *Education in Turkey*. Bulletin 1952, No. 10. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. viii + 96. \$0.30.*
- SQUIRE, RUSSEL N. *Introduction to Music Education*. New York: The Ronald Press Co., 1952. Pp. x + 186. \$3.25.
- VINCENT, WILLIAM S., and RUSSELL, JAMES E. *You and the Draft*. Illustrated by Seymour Fleishman. A Life Adjustment Booklet. Chicago 10: Science Research Associates, Inc. (57 W. Grand Ave.), 1952. Pp. 48. \$0.40.**
- WASHBURN, CARLETON WOLSEY. *What Is Progressive Education? A Book for Parents and Others*. New York: The John Day Co., 1952. Pp. 156. \$2.50.
- WITTY, PAUL. *Helping the Gifted Child*. A Better Living Booklet for Parents and Teachers. Illustrated by Jeanne Doern. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1952. Pp. 48. \$0.40.**

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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